

# New York School Journal.

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VOLUME XVI. NUMBER 7.  
Whole Number 43.

NEW YORK, FEBRUARY 14, 1880.

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Accrued Interest, Rents and Premiums, as per extended statement. 348,006.17

1,007,897.98

Total Assets, Dec. 31, 1879. \$37,386,841.75

TOTAL LIABILITIES, including legal reserve for reinsurance of all existing policies. \$29,851,404.00

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**New York, February 14, 1880.**

As we are having an extra number of our valuable papers bound, we find we need March 15th and 22nd. Please send them—we pay ten cents each.

The article from Quincy, Mass., in the last week's JOURNAL over the signature of "Ivan" will be one of a series from a gentleman who is making a prolonged study of the systems and methods there employed in the schools. The writer is one who contributed greatly to the work of advancing the schools of the Empire State, and is entirely competent to pronounce on the merits of the Quincy system. Of course one who is to spend weeks and perhaps months there will see a great deal, and have a great deal that is valuable to say. Through his invitation Mr. J. T. Hall, Principal of Washington School, has prepared an article telling his method of teaching arithmetic, and this will be followed by one from the pen of Mr. F. A. Mead, describing his method of teaching Form. We invite careful attention to the suggestions these gentlemen make.

### Need of a Spelling Reform.

Professor Willard of Chicago says: "The time wasted in acquiring a knowledge of the irregularities of the English language, would give a youth of average intelligence a reading knowledge of French and German, or would fill his mind with the literature of his native tongue. The existing cacography hinders the spread of knowledge of the English language and literature among foreigners, although many noted philologists have agreed that Eng-

lish when shorn of its excrescences, is to become the universal language. The Japanese have thought of adopting it, but the irrational mode of spelling prevents them from doing so." Professor David Swing said: "When I look upon the outrageous conduct of the vowels and consonants that make up the English language, the scene is 'sad and dreary,' and 'I would not live away.' The English language should be abolished. No doubt intemperance will pass away; the sources of the Nile will be approached by railways and decorated with a depot and a restaurant, but the man who will look back from that happy age will sit down and mourn as he tries to spell out a letter to his grandmother, and the lunatic asylums will be full of those who went crazy over the effort to stand up last in spelling schools." In view of all this is it not mournful that the teachers do not favor a reform?

### The National Association.

The winter meeting of this body is close at hand. It ought to be largely attended, and it would be if its close corporation ideas were removed. Let it plan to enter on a broader and more useful existence. The world of education is wide; let it enter into this great field and do work that will inspire and uplift each of the men and women who are now the teachers of the land.

Let us suppose that twenty-five men are present at that meeting—twenty-five out of more than 250,000, how many of the rank and file will know of the meeting, and who attend it, and what is said? Yet, such a gathering ought to be looked forward to with expectancy by every one of this body of persons—they are the educated people of the communities in which they live.

We complain, then, that long before this the National Association should have planned to be the offspring of the public sentiment of the *entire* mass of teachers in the United States; to be selected from each State and sent to some central place once each year by the vote of those who ought to be consulted in this matter.

And further, we complain that the subjects chosen for debate by this Association should be such as pertain to the needs of the teachers and tend to their advancement, and especially such as will elevate teaching as a profession intellectually, morally, and peculiarly. It ought long ere this to have devised a plan for grading the country and city schools. There are not two cities at present that have the same course of study. It should have proposed a suitable name for the "Grammar Schools"—for that name has now no significance. It should have laid out a course of professional study, and by urgent arguments induced the teachers to undertake it. It should have laid out a course of study for the Normal Schools. The existence of County Normal Institutes being a necessity, it should have advocated them; in fact, it has left undone so much that it must be charged generally with having neglected great opportunities. But it is not too late to begin a great work even now. Let it determine to make the co-operation of each man and woman engaged in teaching find out their needs, and when i those needs. It will then do something worthy of its name and fill a place that is now vacant.

### A Reply.

A valued friend comments on our method of writing down the facts that most of the teachers are "dead or half dead, with no health at all in them," as being calculated to do harm rather than good. So civil a letter demands attention. The writer concedes that the educational profession is in a bad state; the only question in his mind is, should it be spoken of. We believe it should. And for these reasons:

There is no set of men and women so vain of a little knowledge as the teachers. Yet what do they know? Let us see. They study arithmetic so that they can do examples in fractions, percentage and proportion; they learn to parse sentences, they can write, spell, and give the names of the States with their capitals, chief rivers, mountains, etc. But boys and girls of fourteen years of age can do all these. Some go a little further and learn geometry and algebra, but we now speak of the majority. Is there anything in all this that should make one vain?

On the contrary, do they not simply suggest further advancement?

But teaching is a special business. The above acquirements are by no means enough to constitute a teacher. One not possessing them should not be allowed to teach, but that all possessing them should teach is preposterous. A man without hands could hardly be put in charge of a steam engine, but it does not follow that every man with hands is capable of this important business. Every man and woman, teacher or not, should acquire the above information. Hence, we think there is good ground for complaint against one who has simply obtained what is only a *passport* to the school-room and then stubbornly refuses to advance in knowledge of his or her business.

If there is not pride enough in the profession to criticise such conduct with severity we shall not neglect our duty, though it be a distasteful one.

The truth is, the school-rooms are filled with well-meaning persons who are teachers in name, and name only. Those who define a teacher to be one who has only the above list of attainments will differ with us.

That person who finds himself set to be the pattern and leader and inspirer of a half hundred of others, with only the amount of information that others have who cannot in conscience set themselves up as teachers, if a just person, will have a daily struggle with himself. For the thought will come up, shall the car-drivers or conductors, the clerks, the shop girls, the general laborer, who claims equal qualifications be allowed to walk among the children and direct their growing lives? Plainly not. Something else is needed, and it is just here that our criticisms are directed. Public sentiment allows thousands to enter the school-rooms who sink at once into a stony routine. Against this we now protest and shall continue to protest. That the teachers settle down into this state of affairs is a very painful sign. To put it in another way, (1) That a teacher can go on day by day without advancing steadily in every one of the branches he is teaching; (2) in a knowledge of the methods employed by other teachers, (3) in a knowledge of the history and principles of his art, (4) in the progress of education in general, and finally that he can exist without a discussion of the subject is indeed incredible, and yet, all these are true. The case of a frog, existing for centuries in the solid rock, only equals it.

But we hope to rouse such out of their stupor and inaction. Earnest speech will do much, and if all live teachers will lend a hand a great revival will be the result. At all events we shall not call out "All's well" when but a small part in the educational camp is well.

### Model School-Houses.

At the Academy of Design were exhibited on Tuesday evening last a series of ninety drawings—the model school-houses sent in by architects for the competition instituted by the *Sanitary Engineer*. The conditions were that the plans should provide for a school-house standing on the south side of one of our city cross-town streets on a lot 100x100, inclosed by buildings four stories high at the sides and rear. They were to be of brick with timber floors, but with fire-proof staircases, and were to include an assembly-room large enough for 800 pupils, and classrooms for from fifty-four to fifty-six scholars. Security against fire, facility of egress, distribution of light, ventilation, heating and drainage were the important points to be considered. In answer to the invitation plans came from many cities—forty from this city alone. They will remain on exhibition at the Academy until the 12th inst., and on or before the 18th the award of the \$500 prizes will be made. The Committee of Awards consists of George B. Post, John S. Billings, John D. Philbrick, Wm. R. Ware, Dr. C. R. Agnew, all men of eminence.

Mr. Meyers, who offers the prizes, expressed the hope that as much good might flow from this attempt to get a better school-house as the tenement-house competition had brought about.

It was only recently that the people had found out that they could improve upon the schools. "In our public schools as they are now," said Dr. Chandler, "built by some friend of the trustees, there are many mistakes. In

one there is a wrong light, a sufficient cause to send the children away with a permanent impairment of sight. The construction of the seats may be such as to cause chronic ailments, while the impure air either helps to swell the lists of children's deaths or to impair their health beyond recovery. I am glad when we think the building of schools nearly as important as the building of churches. Throughout the country the endeavor is to make our school buildings look important, even if they do not always look attractive. You all know how important is that nice physical adjustment necessary in intellectual work. Those who work with the brains for a living know that the air, the light, and even the chair in which they sit must be conducive to that forgetfulness of body which enables the mind to work its best. Our scholars do not form the habit of continued attention because they are not placed under these favorable conditions, and until we so place them we fail in our full duty. In our city are schools on a lot of 100x100; holding 3,000 pupils; this contains only 800."

#### Tinkering with School Laws.

There is no end to those who are determined to tinker the school laws; there seems to be something to lure the inexperienced legislator into this field. Hor. J. L. Wells, probably with the best intentions in the world, brings in his little bill to dispense with the services of the present Board of Education of this city and to appoint a new one. He wants the Mayor to appoint the trustees and these in turn to choose the commissioners—one for each ward; at present the Mayor appoints the commissioners and they select the trustees. Mr. Wells' plan is a bad one in many ways. The present Board is well constituted if the Mayor appoints good men, irrespective of party—which is generally done. Mayors Ely and Wickham especially acted with sound discretion. It has its defects, but the proposed law will only exaggerate them. If Mr. Wells would propose a bill for a Board of Visitors to be composed of citizens both men and women who should as outsiders look into the practical working of our school system, it would be of real service.

Nearly all who attempt to do anything for the schools think it is to be done only by legislation, by a new law. The defects of the New York Schools will never be thus remedied; they result from bad administration, not from bad legislation. Get the best men possible for Trustees, Commissioners, Inspectors and Superintendents and above all for teachers and no more is possible. The present system only partially accomplishes this, and Mr. Wells' bill is far less likely to do it. The Legislature will lay it aside and not pass it. The head of all things is the Board of Education, every man should be a picked man. This City of New York must contain twenty-one solid, common sense, level headed, upright, and cultured men with foremost ideas, interested in the welfare of children and the progress of the city. Such, and such only, should get into the Board of Education. And it is a fact that a number of the Board are just such men. If Mr. Wells can propose a plan that will make every one a picked man let him bring in his bill we will help him to pass it.

The Trustees ought to be about as good as the Commissioners and they are a great improvement on the class that once held sway—and the improvement is so great that in the language of Mr. Walker we fervently say "Let well enough alone." The story of the schools when the trustees were elected would hardly be believed; at least one gin-mill proprietor was on each of the Boards; he was generally the influential member.

No change should be made in the present plan that does not make its chief end and aim the improvement of the teachers. The imperative demand is for the men and women, those that can lead the children by life as well as voice; those that are imbued with educational ideas; not the routinists that now hold powerful sway.

KENTUCKY claims that the public school system of that State has made a great advance within the last ten years. Ten years ago it was in an apparently dying condition, "too far gone to complain"; now it has a firmer grasp on the people than ever before, is discussed and forced on attention everywhere. The wealthiest counties are becoming its best friends and the people are voting to tax themselves to raise a half million dollars a year to supplement the public grant. Eighteen hundred school-houses, most of them tasteful and comfortable, have been built within the last eight years; and a home supply of teachers has been furnished from the best young men and women of the State, who, choosing the business for their life-work, are taking the places of the former temporary teachers.

#### THE SCHOOL-ROOM.

For the NEW YORK SCHOOL JOURNAL.

#### Course of Study and Methods of Teaching.

BY Supt. S. H. PRATHER.

##### ARTICLE IV.

###### THE A GRADE.

We have now come according to our plan to the advanced grade of a country school. What shall now be taught?

1. *Language.*—under this head we have elocution, which may be defined "the art of reading and speaking with ease, energy, variety, and elegance." He that cannot read with ease, has not the first essential to good reading.

In order to read well, it is necessary to have easy control over the organs of the voice. Exercises to strengthen the muscles which expand the chest and regulate the lungs; exercises to give flexibility and facility of action to the organs of enunciation; exercises in the production of tone of varied pitch and force, should be of daily occurrence. Some speak with great ease, as if they had a large reserve force of voice, while others speak with great effort as if they raised with their chest one hundred pounds every time they pronounce a word. It is painful to hear some teachers pronounce a list of words for spelling, or to hear some preachers deliver a sermon. The great effort they make indicates that there is sufficient fire under the boiler; but very little water or steam within; or at least that the steam can not get to the engine. There is a great waste of energy; the mis-directed force is wearing and tearing the machinery; and those who hear scowl as if they were afraid the boilers would burst. Nature is, of course, partial in the bestowal of her endowments; but with the right physical and vocal training, the harsh, laborious voice may become an easy pleasant one. Demosthenes who had weak lungs and an impediment in his speech, became, through persevering effort, the chief of Grecian orators; and the silver-tongued orators of the present go daily through a drill in vocal gymnastics. "There is genius in effort," and "there is no excellence without great labor."

At their annual institutes, teachers should receive instruction in elocution from the living teacher. But rules and directions for vocal culture, may be found in any work on the subject.

Rhetoric should be taught during one school year. Punctuation and capitals have been already learned in the language lessons. Purity, propriety, and precision of diction may have already received some attention. Yet these subjects should be reviewed, and the knowledge of them systematized. Sentence architecture should be critically studied. Short, long, loose, periodic and balanced sentences should be discussed and their uses and abuses understood. Compositions or essays, as an exercise in applying the rules of rhetoric, should be written by the pupils, and carefully examined and marked by the teacher.

The students should have text-books; but even without them, a teacher who is familiar with the subject can accomplish much. Paraphrasing a lesson in the reader is an excellent exercise in diction, and a good means of enlarging the vocabulary of the student. Pointing out the different kinds of sentences, the figures of speech, and the special properties of style, as they occur in the reading lessons, and studying versification in connection with lessons in poetry, and writing original essays, are practical exercises in the study of rhetoric.

2. *Mathematics.*—Algebra should be taught during the first year of this grade and then give place to geometry in the second year. These studies are a good review of arithmetic, and an excellent exercise for the development of mental power. It is said that Daniel Webster reviewed the difficult propositions of his Euclid, once a year, for the purpose of exercising and thus strengthening his reasoning powers. Geometry was his intellectual grindstone. Many young men and young women go through the arithmetic, term after term, without much mental discipline or additional knowledge. The coming text-book on arithmetic will not cover all the ground now claimed for that branch of study. Involution, evolution, and the progressions will be given over to algebra, and mensuration to geometry, where they properly belong. At present, however, I would advise young teachers to follow the text-book, and school directors to be careful in their selection of books. As soon as the graded text-books on arithmetic, algebra, and geometry are published,—if they are not al-

ready published—they should be adopted in all country schools.

3. *Science.*—History has been too much neglected in our schools. It should certainly be taught to all the students of the advanced grade, and in my opinion, to the entire school, except the children of the lowest grades.

If only those of the advanced grades study history, each pupil should have a book from which to prepare his lesson. The teacher should place on the board, an outline of each lesson, which should be copied by the class in their notebooks, and used as a guide in preparing the lesson for recitation on the following day. This outline should represent only the important features of the lesson. The pupils examine it to see what they are to select from their books, and so it gives point to their study, and prevents memorizing the language of the text-book. In studying history the mind should get hold of facts, rather than the words which express them. Words weary and bear down the memory, and slip away with the truths which they contain. Naked facts are like fingers which can take hold of facts clothed in the words of another are generally like hands with gloves on. There are exceptions. Rules and definitions in almost every branch of study should be learned word for word; for the studied language of the author is more concise and elegant than any extemporaneous expression is apt to be. Fine selections of prose and poetry should be committed; for they are beautiful pictures for the halls of memory, and, on account of their excellency of structure, they can be retained. A thought, expressed in a beautiful figure, will stick to the mind like a live seed to the warm moist soil. Some expressions are so full of meaning, that live thoughts stick out at the corners. But the language of a text-book on history is not easily retained, and he who commits the lesson word for word, is apt to forget both matter and language. Let the pupil take the fact divested of words into his own mind, clothe it in language of his own, and it will remain with him as a child with its own father.

Books should not be brought to the recitation, either by pupils or teacher. The outline given to the class on the previous day should be reproduced on the board as a guide to recitation. Islands, divisions of land discovered, rivers and coasts explored should be located on the outline map.

In the selection of topics, the teacher may follow some guides as the Chautauqua Text-book on American History; or he may consult his own judgment, enlightened by experience. It is a good thing to be original, but not so original as to learn nothing save from experience. The theory of the mother who insisted on teaching her baby the rules of grammar before she allowed it to attempt talking, was original but absurd. It would have been wise in her to learn from the successful experience of others.

If the pupils do not have books, the teacher must do the best without them. In such a case the whole school, with the exception of the lowest grade, may constitute his class. The work should be so divided, that the entire subject of American history can be passed over in a term of four or six months.

For the first lesson, the teacher may take ten minutes on the discoveries and explorations made by the Spanish government. The names of a few of the leading discoverers, written on the board, should be spelled, pronounced, and fixed in mind.

In the second lesson, the first should be reviewed. The pupils should have the privilege of reproducing all they can, which is an excellent drill for strengthening the memory. The teacher may re-state whatever of importance has been forgotten. In addition to this review, the teacher may discourse five or ten minutes, on the discoveries made by the English. The third lesson may consider the French discoveries, and the fourth, those of the Dutch. The review of previous lessons should occupy, at least, half the time set apart for the exercise. Outline maps should be used in fixing the location of places in the mind.

In like manner, the settlements can be studied, and in twenty-six days, the school will be quite well acquainted with the leading circumstances attending the founding the thirteen original colonies. Farms and children too young to appreciate such instruction can gather up the crumbs.

According to this method of teaching, each pupil reviews once a year, the entire history, as long as he remains in school; and, hence pains must be taken to furnish the spice of variety. The first term only the general features of this history may receive attention. The next term special topics, as "The Life of Washington," "The Colonization of Pennsylvania," "The Mexican War," "Ameri-

can Authors &c," should be studied. A list of new topics should be selected for each term. Pupils should be encouraged to read histories and biographies at home, and to write out abstracts and read them before the school. A carefully prepared review should be read as often as once a week, by one who can read well. All this gives freshness and variety to the work. Year after year, the leading points of history can be reviewed, and many new and inspiring lessons learned.

The teacher and pupils are in a boat exploring a beautiful river. They gaze upon the lovely valleys and majestic mountains. They have time only to see a tributary with only a glance up along its silvery waters. The next year they explore the same river. They gather flowers in a beautiful valley which before they had only time to notice. They explore to its source one of the many tributaries, and feast their eyes on new scenes of beauty and grandeur. On their next voyage, another valley is traversed, another tributary is explored. Great rocks, high hills, deep gorges, majestic mountains in the distance, towering up to the sky, present, at each subsequent voyage, new pictures for the eye, and breathe new inspirations for the heart. One voyage gives them a general knowledge of the river; many do not exhaust its treasures. That river is the current of life. Great wars, which determine political boundaries, are the high hills and mountains. Peace and prosperity are the fruitful valleys. The tributaries are the lives of great men and women. The land through which the river flows is our country, and its exploration is the study of American history.

Oral instruction in some of the natural sciences has already been given to the members of this class while in the lower grades. This is well; for some children never reach the advanced grades, and the course of study should be so arranged that each step taken does not only prepare the learner for taking a step upward, but also prepares him as far as possible for stepping out into the business of life.

Physiology, botany, and natural philosophy may now be studied from a text-book; but if the pupils will not provide themselves with books, oral instruction in the natural sciences should be continued through the two years of this grade. Teach the laws of health and emphasize them with appropriate illustrations. A certain young lady cares more for her clothes than she does for her health. She fits herself to her dress, and so laces herself as to impede respiration and the circulation of the blood, and then she solaces herself in imagining that she has improved her form. The great teacher says to her and to her mother, "The body is more than raiment," but they hear his voice no more than we hear the clock strike the hours when we are absorbed in study. They are not too old to learn, but their eye are turned away from the hills whence cometh knowledge. The beginnings of knowledge must come from the schools.

It is not presumed that a great deal can be accomplished in the study of natural philosophy. The text-book should be an elementary one prepared especially for ungraded school. In the absence of a text-book the teacher can give oral lessons on "Properties of Matter," "Elements of Machinery," "Hydrostatics," "Hydraulics," "Acoustics," "Caloric," "Electricity, &c." Many illustrations can be provided without much expense, and the subject can be made one of great interest to the pupils of the grade.

Astronomy may be taught in evening lectures by the teacher, the minister, or some other competent person.

### Methods of Teaching.

But there are some men that are not very good nor very bad, sort of wooden men, mere automata or puppets who can tell what they have learned, as a parrot says its phrase or an inferior stage actor his piece. You often find them in the school-room. Such men have so little character that they do very little unconscious teaching. Their presence teaches but little, because they have so little character to exert an influence. For all the good their presence does, the knowledge might as well be sent into the school-room through a telephone.

Again there are men whose very looks and manners teach lessons. You feel their magnetic force when you take them by the hand, and gather inspiration from their eyes. The successful teacher, as well as the men who move the world, belong to this class.

The true method of teaching is drawn from Nature. If we observe how a child acquires new ideas when left to itself, we may learn how to teach it. When a child makes a new discovery, or gets a new idea, the first thing it does

is to make some one else acquainted with the fact. How eager the child is to show its mother any new object it finds, or to tell about any novelty it has seen. Observe how a boy will act after he has been to a circus show. Even the infant will hold up its toys for you to look at and admire. We should infer from this, that children need encouragement in all their studies by a kind of attentive sympathy with all their efforts to acquire knowledge. When a child has drawn a picture, or formed a letter on the slate and holds it up for you to look at, you ignore one of the first principles of teaching if you fail to notice the child's effort. This principle should be carried out with all grades of pupils. Take special pains to notice their efforts and give kind words of encouragement. Never make discouraging remarks about a pupil's work. If they have through carelessness failed to do as well as you think they are capable of doing, never make sport of their work nor scold, but say, "that does pretty well, but I think you can do better if you try." Always make favorable comments whenever you can conscientiously, but never compare one pupil's work with another's. In the work of the best pupils you can point out some defects, and in the work of the poorest pupils, you may find something upon which you can favorably comment. By thus taking an interest in, and showing a sympathy for their efforts you will encourage greater effort and secure the good will of all your pupils.

The true teacher has no pet theory nor patent method of teaching. He is ready at any time to abandon a plan as soon as he finds something better. He is always open to conviction. He is progressive, and aggressive, radical and even fanatical in the search for truth, yet conservative and cautious about adopting new methods until he has given them thorough study. He has a variety of plans and uses, different plans for different circumstances. He will not try to make a square block fill a round hole. He will find objections to all methods and adopt that which, after mature deliberation, he finds to be the least objectionable.

"The burnt child dreads the fire." Here again we have Nature's method of teaching. He makes greatest advances who is able to see his own mistakes. He who is bigoted and self-conceited and never sees his own errors, will make but little progress in anything he undertakes. The teacher should observe closely the results of his plans and note where they are successful, and where a failure, and should govern his future accordingly. Let him review each evening the work of the day and try and find a mistake he has made, and resolve to do better the next day. A man should criticise himself severely, sparing no self-scrutiny with regard to his own actions.

The teacher can do something towards relieving the monotony of bare walls and plain desks and uncarpeted floor. In the first place, he should keep the school-room clean, and in order; and next by use of pictures, mottoes, wreaths and flowers make it as attractive in appearance as the average homes of the pupils. The nature of our daily surroundings has much to do in forming our characters. I might enlarge upon this point, but will not occupy the space, as the fact will be granted by the intelligent reader. You need not go to any considerable expense. Get a few pictures framed and purchase a half-dozen mottoes, and keep them as a part of your stock in trade. Your pictures may be chromos, lithographs, or steel engravings which will not cost much when neatly framed, but will, if selected with taste, form very attractive adornments for the walls. Let the subjects be animals, flowers, landscapes, or portraits of distinguished men. Anything in the style appropriate to a bar-room or saloon will, of course, be out of place in the school-room. If framed pictures can not be procured, the engravings from illustrated papers pasted on the walls with wreaths of evergreens encircling them, will form very attractive objects, for a time at least. A card motto surrounded with a wreath of evergreens, makes a very neat appearance on the wall. Winter bouquets may be made of everlasting flowers, ornamental grasses, &c. If the school-room can be kept warm enough, a few house plants might be kept through the winter, and will add much to the cheerfulness of the place. During spring and fall terms, plants and flowers can be had in abundance, and they should form a part of the school-room decorations.—

*From Methods of Teaching by G. D. Lusk.*

It is well worth double the dollar it costs, and if read widely would lift our schools from the present stagnant condition. We like the spirit and tone of the paper.—*Good Health.*

### The Teacher.

I saw a teacher building slow,  
Day after day as passed the years,  
And saw a spirit temple grow  
With fear, and hope, and often tears;  
A mystic palace of the soul,  
Where reigned a monarch half-divine  
And love and light illumined the whole,  
And made its hall, with radiance shine.

I saw a teacher take a child,  
Friendless, and weak, and all alone,  
With tender years, but passions wild,  
And work as on a priceless stone;  
Out of the rude and shapeless thing,  
With love, and toil, and patient care,  
I saw her blest ideal spring—  
An image pure and passing fair.

Upon a canvas ne'er to fade  
I saw her paint with matchless art,  
Pictures that angels might have made  
Upon a young and tender heart;  
And growing deeper for the years,  
And flowing brighter for the day.  
They ripened for the radiant spheres,  
Where beauty ne'er shall pass away.

Teacher! Farewell! For all thy care,  
We long shall love thy cherished name  
For all thy toil we give a prayer,  
For all thy love we give the same;  
Farewell! Be thine the happy years,  
And thine the Hope, and Faith, and Trust;  
That when the dawn of Heaven a破,br/>Thy crown may shine with all the just."

BY WM. OLAND BOURNE.

For the NEW YORK SCHOOL JOURNAL.

### Opening Exercises.

The school-room is the place to make permanent and valuable impressions, and there is no time so appropriate as the morning. No teacher knows what vicious thoughts may have begun to gain the mastery in some pupils' minds; nor does he know the aspirations that may be felt for something better and holier; nor does he know the weak moral and religious impulse that needs care, as a plant just begun to spring up needs light and air. All of these demand something from him; he cannot ignore either. What can he do that is so appropriate as to *read the sacred Scriptures*. Of course, this is supposed to be the wish of the trustees who have employed him; if they deny the privilege he must submit.

The selection should be such as will be appropriate; it should be understood by the pupils; it should be short. The duration of the exercise should not be over fifteen minutes. If there is a piano or organ the exercises should be begun with music; a hymn should be selected, the page and number of verses written on the blackboard or placed on a large card as is the practice in many churches, so that no time will be wasted. Without a word of direction, the prelude being finished, the pupils sing a verse. The teacher then opens the Book and reads the selection himself, or he reads a verse and then the school reads the alternate verse, and so on. When this is finished he may offer a short and appropriate prayer, or all may say the Lord's Prayer, closing with a hymn or the Beatitudes.

Now, the Bible may be read so as to be of service to the spiritual nature of both teacher and pupil, or it may be like a dry dust that hardens and destroys the sensitive surface on which it falls. A school may be affected almost to tears, morning after morning, by an earnest reading of some portions of the Bible. If it is not read with solemnity the pupils may come to regard it as of no greater value than the Fifth Reader. But it is a powerful educational instrumentality, and must be used as such.

In a certain school a boy was noted for his harshness, his bullying propensities. A child had come in crying that morning, and on inquiry it was found that it had been rudely pushed off the steps and its books and clothing badly soiled. The teacher was greatly discouraged, for that boy needed the school, had good powers of mind, but was unconscious of the pain he caused others. She felt powerless when she looked at his compact form, his countenance without a soft trait, and doubted whether any thing beside a sound beating would prevent such occurrences. When the school was assembled, as she opened the Bible, she felt assured that her aid would come through that. She read "And be ye kind one to another, even as God

for Christ's sake hath forgiven you." She paused and looked up, all the scholars looked at her. She looked down and read it again; again she looked up greatly affected, and saw the eye of the boy was fixed on the verse. He seemed to understand it. "Let us all read it," and when read she added, "Let us try to-day to practice that beautiful verse." In a few days the teacher copied the verse out on a card and gave it to —, and asked him to read it night and morning. It was the means of a complete reformation. It was "a two-edged sword," too, for the teacher felt called to be kind and forgiving to — as she never had been before.

The opening exercises may be made of the highest service in cultivating the moral sensibilities of those who receive no attention whatever elsewhere. The teacher should as steadily examine to see the moral growth as he does the intellectual growth. Suppose the pupil presses forward in algebra, grammar and geometry, and is seen to visit saloons and heard using oaths, what teacher but would feel that his work had been in vain? Let the teacher, however, carefully refrain from allowing these exercises to degenerate into a formal and heartless routine.

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### Duties of Teachers.

By Supt. Doty.

TO PUPILS.

1. To know that a pupil's true education is a *growth* consequent upon the proper exercise of all his faculties.
2. To know that growth and discipline come through the acquisition of useful knowledge.
3. To know that neglect, mistakes, blunders, or carelessness on your part are disastrous to pupils and most difficult to remedy.
4. To remember that children are children and need assistance in many ways, but that the most valuable work for a pupil, under wise guidance, is the work which he does for himself.
5. To be ever thoughtful of the *future* of your pupils and to make all school work and discipline such as will be of lasting service to them.
6. To remember that what a pupil grows to be, is of more importance than what he lives to *know*.
7. To make yourself acquainted with the home influences affecting your pupils, and to have each one feel that you are his friend.
8. To know as fully as possible the past history of each one of your pupils.
9. To make yourself acquainted with the moral, physical, and intellectual natures of your pupils, in order that you may be able to teach and manage every one according to his nature.
10. To talk to your pupils in a natural tone of voice.
11. To commend your pupils for all earnest work and effort.
12. To teach your pupils *how* to study.
13. To keep pupils up to time in their grade work.
14. To introduce as much *variety* as possible in work, and to keep pupils *busy*.
15. To attend to the physical training of your pupils, and to see that they take proper positions when sitting, standing or moving about the school-room.
16. To teach pupils how to take care of their property.
17. To inspire your pupils with enthusiasm in the pursuit of knowledge.
18. To implant in pupils aspirations for all attainable excellence.
19. To encourage a cheerful spirit in all school work.
20. To require nothing of a pupil that there is a doubt of his ability to do.
21. To notice all faults in manner, conduct and language, and kindly to correct them.
22. To understand thoroughly any complaint against a pupil before acting upon it.
23. To guard against threats and promises which lead to so much embarrassment, and to refrain from attempting to frighten children into compliance with your directions. Hasty and indiscreet acts and words bring nothing but sorrow.
24. To aid and encourage dull and unfortunate pupils.
25. To permit no pupil to make the discovery that he can annoy you.
26. To make no mention of former faults or irregularities that have been settled.
27. To be *just* and *impartial* in all your dealings with pupils.
28. To keep your school-room at the proper tempera-

ture and well ventilated.

29. To avoid scolding and any sarcasm or epithets that would wound the feelings of a pupil.
30. To expend your energies in teaching what your pupils do not already know.

TO THE SCHOOL.

1. To be at your post in time, or never to be tardy.
2. To be systematic and methodical in all your work, and to make all your explanations plain, intelligible and interesting.
3. To be cheerful and enthusiastic in your work, and always prepared for it.
4. To keep your classes supplied with proper work.
5. To keep neat files of all reports, records, circulars, excuses, notes and letters received, and of other business papers.
6. To give your undivided attention to school duties, never reading books, working on school records, nor writing letters during school sessions.
7. To have a carefully prepared programme for your daily exercises, and to follow it closely.
8. To work your classes upon the prescribed course of study.
9. To talk little and in a natural tone of voice, but to do much in school.
10. To read a journal of education.
11. To know that the best school teaching is always associated with the best school government.
12. To know that good school government exists only where each pupil attends quietly and faithfully to *his own* business at his own desk, which is his place of business.
13. To rely upon your own tact, skill, energy and devotion to your school work.
14. To feel an honest pride in your school, and a determination that its work and progress shall give it high rank among schools.
15. To speak the English language in its purity.
16. To guard against the loss of time and waste of effort from the following causes:

  1. Stopping work to attend to individual cases of discipline.
  2. Waiting for dilatory pupils.
  3. Lecturing or talking upon matters of little importance.
  4. Fussy and indirect ways of getting to work.
  5. Slow and noisy movements of pupils about the room.
  6. Inadequate preparation for the recitation.
  7. Writing letters or working upon records during session hours.
  8. Trifling and permitting irrelevant questions by pupils.
  9. Allowing pointless corrections by pupils.
  10. Wandering from the subject matter of recitations.
  11. Speaking too slowly.
  12. Speaking in such tones as to distract and distract pupils at their work.
  13. Putting work upon slates, paper, or blackboards too slowly.
  14. Having no definite order of procedure in a recitation.
  15. Tolerating habits of slowness and laziness in some pupils.
  16. Dwelling upon what pupils already know.
  17. Repetition of answers or parts of answers.
  18. Inattention requiring repetition of questions.
  19. Failure by some pupils to understand each step in a recitation.

### Drawing.

1. All children who can be taught to read, write and cipher, can be taught to draw.
2. Drawing, by the law of Massachusetts is required to be taught to every child as an element of general education, like reading, writing and arithmetic.
3. As an elementary subject, it should be taught by the regular teachers, and not by special instructors.
4. The true function of drawing, in general education, is to develop accuracy and to exercise the imagination, thereby tending to produce a love of order, and to nourish originality.
5. Educationally, drawing should be regarded as a means for the study of other subjects, such as geography, history, mechanics, design. In general education, it is to be considered as an implement, not as an ornament.
6. The practice of drawing is necessary to the possession of taste and skill industry, and is, therefore, the common element of education for enjoyment of the beautiful, and for a profitable, practical life.

7. In the primary, grammar and high schools, drawing is elementary and general; in the normal and evening schools, advanced and special; for teaching purposes in the first, and for skilled industry in the second.

8. Good industrial art includes the scientific, as well as the artistic element; science securing the necessity of true and permanent workmanship, art contributing the quality of attractiveness and beauty. The study of practical art by drawing should, therefore, comprehend the exactness of science by the use of instruments, as in geometrical drawing and designing; and the acquisition of knowledge of the beautiful, and manual skill in expression, by free-hand drawing of historical masterpieces of art and choice natural forms.

9. From this study so undertaken, we may expect a more systematic knowledge of the physical world, in history, and at the present time; for, through the sensitiveness to appreciation by the eye, and power of expression by the hand, of its phenomena, may come a knowledge of nature's laws, a love of the fit and beautiful, and that ability to combine these in our own works, which alone produces the highest form of art—originality.

10. Drawing may now take its legal place in the public schools as an element of, and, not as before, a specialty in, education; at as little cost as any other equally useful branch of instruction, with the prospect that, at a future time, as many persons will be able to draw well as can read or write well, and as large a proportion be able to design well as to produce a good English composition.

—National Journal of Education.

### Economy of Time in Schools.

This can be accomplished, by the following methods: (1.) By eliminating from the course of study, not any one subject perhaps, but parts of subjects unimportant in themselves, and unsuited to the age, capacity, and wants of the respective classes. (2.) By a more liberal supply of materials necessary to secure the most effective work. (3.) By a more judicious use of time. I do not propose now to speak in detail of the first and second methods, but only of the third. In my visit from school to school, nothing is more noticeable than the difference in real value between the work done in a *given time* in one school, and that done in another. One teacher has methods by which he holds every member of his class to the work before him; while another with different methods commands the attention of only a few at a time. One teacher understands the importance of effort concentrated upon a given point, gaining which other points are easily secured; another gives to each topic an equal amount of time and thought. Let me be more specific. In one school I heard a class read forty-five minutes, each scholar reading in turn. The school was orderly and quiet; but it seemed to me that the benefit derived from the exercise was chiefly that gained by each scholar from reading his own paragraph. In another school I heard a class read thirty minutes. This class was arranged in two divisions, and a part of the reading was in concert. The teacher called for the reading as follows: "John—Mary—first division—second division—Susan—class—James," and so on, calling, perhaps, the same scholar several times. Each scholar and division promptly read when called on. I will add that the concert-reading was confined to one or two sentences at a time, the principal object in its use being to secure attention. Can there be any question which of these exercises the more profitable? In my judgment, *more* was accomplished in the thir'y minutes than in the forty-five.

In teaching spelling, time is often wasted, both in study and in recitation, upon words seldom, if ever, misspelled. A child would probably spend as much time in the study of the word *exploration* as in that of *preparation*; and yet three hundred scholars belonging to different schools, writing these words without study, failed on them in the ratio of one of thirty-two. On the words *refreshment* and *especially*, the failures were as one to forty-six. Teachers should know by repeated tests what words require careful study, and should by some method indicate these to their scholars in assigning lessons. Spelling-books should be arranged with this in view. The spelling of difficult words can be more securely fixed by writing them every day for a week than by writing them the same number of times at intervals extending through months. Let me not be understood, however, to favor the spelling of difficult words unless there are in common use.

The same principle is true with reference to fixing the pronunciation of certain words. Many words are mispronounced all the way through the different grades of schools. To correct these errors when they occur does but little good: they are not the result of ignorance, but of habit. A list of such words should be prepared by the teachers, that special drill may be given upon them.

Classes are often detained too long at a time upon a given subject. Work in arithmetic is often confined to practice under one rule for days and perhaps for weeks. A better way would be to be constantly advancing to new work, and at the same time keeping in view the old. A lesson of ten examples all in division is not so profitable as one which contains two examples under each of the preceding rules and four in division.

Punctuation and the use of capitals may be taught incidentally better than by set lessons. A class may be reading the following passage, to which I happen to open: "This increased the suspicion of the French, and when France and England arrayed themselves against each other in the Old World, in the War of the Austrian Succession, their American colonies at once followed their example. The struggle was here known as 'King George's War.'" After reading this, let the scholars close their books, and express their opinions as to the capitals and punctuation-marks to be used; then re-open them and compare their own views with the passage as printed. Such an exercise will take but a few minutes, and will tend to make scholars more observing as they look at the printed page.

A supply of short stories for Primary School, and "Cards of Information" for Grammar Schools like the one found in the Appendix, both to be used for *silent reading*, would be another means by which a waste of time might be prevented. It often happens that individual scholars finish their regular work before others of their class. These stories and cards could be used to occupy such unemployed time.—Supt. COGSWELL, Cambridge, Mass.

#### Exercises in Articulation.

These exercises should be taken one at a time, and written on the black board. The pupils should be examined singly and practice upon them until they can be pronounced with ease and elegance and distinctness. Let the pupils copy them into their books and number them.

1. Did you say a notion or an ocean?
2. Bring me some ice, not some mice.
3. Thou laid'st down and slept'st.
4. A big black bug bit a big black bear.
5. It will pain nobody, if the sad dangler regain neither rope.
6. He crossed wastes and deserts, and wept bitterly.
7. Life's fitful fever over, he rests well.
8. Would that all differences of sects were at an end.
9. Make clean our hearts.
10. The old cold scold sold a school coal scuttle.
11. His beard descending swept his aged breast.
12. Eight great gray geese grazing gaily into Greece.
13. The cat ran up the ladder with a lump of raw liver in her mouth.
14. Amos Ames, the amiable aeronaut, aided in an aerial enterprise at the age of eighty-eight.
15. I battled with the waves, and stronger grew, as stronger grew the gale.
16. Thou brid'l'st thy tongue, wreath'dst thy lips with smiles, imprison'dst thy wrath, and truckl'dst to thine enemy's power.
17. Thou reason'dst falsely, harden'dst thine heart, smother'dst the light of thine understanding, hearken'dst to the words of lying lips, and doom'dst thyself to misery.
18. He accepts the office, and attempts by his acts to conceal his faults.
19. If he reflect, he will take prompt means to secure their clubs and save his ribs.
20. When Ajax strives some rock's vast weight to throw,

The line, too, labors, and the words move slow; Not so when swift Camilla scours the plain, Flies o'er the unbending corn, and skims along the main.

A SUBSCRIBER proposes this problem: A tree 67 feet high stands in the water. Two-thirds of the distance + 7 feet above the water equals the distance under the water. How much under the water?

#### Pronunciation.

The following words are frequently mispronounced or indistinctly pronounced. It is suggested that they be pronounced as a daily exercise until the correct pronunciation is fixed; and also, as a means to this end, that they be woven into sentences for special reading. Just, well, been, every, got, get, often, strength, length, again, catch, because, government, saw, nothing, arctic, instead, our, and, clothes, different, difference, many, beneath, new, none, whole, therefore, library, since, against, fellow, was, white, attacked, window, which, shut, drowned, mountain, picture, history, both, probably, nobody, recess, address, geography, your, kept.

#### EDUCATIONAL NOTES.

##### NEW YORK CITY.

###### THE BOARD OF EDUCATION.

The Commissioners met Feb. 4.

Mr. Vermilye asked to be excused for absence for next three months.

The City Superintendent sent in his annual report for 1879, also reported relative to the case of John B. Moore, Principal of G. S. No. 61.

This report was referred to a special committee of three—Messrs. Wetmore, Donnelly and West.

The report of the Finance Committee making appropriations of the school moneys apportioned for the year 1880 was taken up and passed substantially as heretofore reported, except that Compulsory Education received \$16,000. The total amount is \$3,191,100.

The Committee on Sites and New Schools recommend an appropriation of \$32,963.56, for lots on East 63d street.

John L. Campbell, M.D., was appointed Trustee of 22d Ward in place of Joel W. Mason.

The Teachers' Committee reported to sustain the action of the Trustees of the Twelfth Ward in transferring Miss Margaret A. Porter, No. 54, to No. 37.

Miss H. M. Rouse, P. P. D. G. S. 52, was reported as deserving the maximum salary.

Hannibal Robinson, in M. D. G. S. No. 37, was reported to be fined five days' pay for a violation of the by-law prohibiting corporal punishment.

Mr. T. J. Haggerty, P. M. D. G. S. No. 2, was reported to be excused six and a half days' absence, with full pay.

Miss Susan S. Edney, P. P. D. G. S. No. 68, was reported to receive a leave of absence for three months with full pay, be granted.

Miss Kittie A. Newell, G. S. No. 40, to be excused for absence for two weeks with full pay.

AMERICAN WATER-COLOR SOCIETY.—The thirteenth annual exhibition opened last week at its usual location, Fourth Avenue and Twenty-third street. The number of pictures exceed by nearly two hundred that of last year, and, in general, they show in greater or lesser degree, marked improvement in execution. Even in the work of artists of acknowledged ability, an advancement is observed; for instance, Mr. Henry Farrer's "Sweet is the hour of rest," is finer in tone than his "Sunset," of a year ago; Mr. F. Hopkinson Smith also evinces new power in numbers 22, 71, and 452. In the East Room the "Bridge at Conashaua Springs, Penn., attracts us; it is one of the bits of scenery for which Pike County is noted. Mr. Hughson Hawley, an English artist, has two well-defined architectural scenes—"Lincoln Cathedral" and the "Towers at Orleans." The gradation of the sky of Mr. Henry P. Smith's "Cornwall Moor," will bear studying; three of Mr. Smith's four pictures are already ticketed "sold." Mr. J. C. Beckwith's "Scherzo," is brilliant in back ground, but the arms of the figure are faulty in construction. Mr. Percival De Luce's "Lost in the Woods," is delicate; it recalls Mr. Kelly's illustrations of Corn in "A Jolly Fellowship" in St. Nicholas. Mr. H. W. Robbins' "View from Hulett's, Lake George," is effective, but does not rival Mr. Granville Perkins' delineation of the same water, exhibited last spring. We must add a word about the catalogue; the committee Messrs. Church, Farrer, and Shurtliff, have altered the style, and made it more artistic in every way. We think an alphabetical list of exhibitors with the numbers of paintings attached, would be acceptable to many who desire to find certain artists' work without looking at every picture or at every name in the catalogue.

ORATORIO SOCIETY.—The "Creation" was sung last Friday afternoon and Saturday evening at Steinway Hall. Dr. Damrosch has announced Back's "Passion of Our Lord" for next month, to be given at St. George's Church. The Symphony Society will give Berlioz' "La Damnation de Faust," Feb. 12th and 14th at Steinway Hall; this is the first performance in America of this work.

A NEW TEACHERS' ASSOCIATION.—One of the most notable events of the New York educational world has been the formation of an association, to be composed wholly of gentlemen teaching in the New York public schools. Owing, undoubtedly, to the repeated suggestions of the JOURNAL, as well as to the unexplainable fact that no association exists for the discussion of professional matters (save the Primary Teachers' Association) and to the surprise of the public that those engaged in professional work should have no regular meetings, there has been an increasing talk of organizing, and this lately culminated in the formation of the "Male Teachers' Association." The name may be appropriate, but it is not handsome. It is hinted if the ladies were admitted they would speedily out-vote the gentlemen and usurp the offices and put the affair into a somnolent condition. However, the association has been formed, and it began its work not by hiring Levy to play on the cornet for its delectation, but by inviting Supt. Thomas F. Harrison to deliver an address. This looks well. If an association of teachers cannot be kept alive by the discussion of matters pertaining to the theory and practice of teaching it must be made of poor timber. How is it the doctors meet and discuss dislocations, or the lawyers and discuss mortgages and keep up a good attendance, too? If there is a teacher who has got so far along that he cannot find pleasure and profit in discussing education, it is time he was buried, for he is dead.

The first meeting of the new association was held at G. S. 26 last Saturday. Supt. Harrison took for his subject "School Work." (Mr. W. H. Van Cott, teacher in that school presided.) He divided his subject into three branches. First, he discussed the matter of personal improvement. Next he considered the question of local improvement in educational affairs, and lastly, he considered the broader question of the relations of school teachers to the State and to the country. In reference to the matter of personal improvement, he counselled his hearers to form, if not already formed, a habit of general reading, and to make it a rule, no matter how fatigued they might be, never to go to bed without reading something that would make the mind stronger and richer. He suggested three kinds: first a solid work which would require some mental vigor to grasp, then such works as history and travel, and for recreation such of the standard novels, plays or poems as might best suit the individual fancy. For his own part, he said, when all those tired him out he had always found an unfailing resource in reading the dictionary—a book which he could always peruse with pleasure and profit. He advised all teachers to subscribe to some school journal, and if it was not all that it should be, to make it such by their demands upon it. He also counselled publicity as to their transactions and the establishment of a teachers' reading room, so that they might have a local habitation as well as a name. One of the most interesting points in the discourse was concerning the advantages to be attained by silent reading as compared with those belonging to reading of the elocutionary order. He also condemned the ridiculous custom of giving pupils words to spell which it was no more within their capacity to use than it was to use their grandfathers' hats and shoes. In this connection he spoke of spelling bees as relics of barbarism. The use and abuse of copy books was also a portion of his theme, his point being that copy books should be used only as a base of training in the form of letters, and that the hand should be then set free, as in the case of slave writing. He acknowledged the excellent mental discipline which resulted from the old traditions of arithmetic, but he feared that in view of the time which was wasted many of these traditions should be swept away. Museums, art galleries and public libraries he set down as of priceless value to public school teachers, and advised his auditors to use them to the fullest extent of their available time. A vote of thanks was tendered Mr. Harrison at the conclusion for his able address.

[Mr. Harrison's advice as to subscribing to a school journal is based on his consistent principle and practice.]—Ed.

MR. JOHN B. MOORE, P. G. S. 61.—The Committee (Messrs. Wetmore, Donnelly and West) have begun to examine into the character and conduct of this

gentleman, and it seems now likely that he will be removed. The charges are drunkenness and improper language. The City Superintendent has secured overwhelming proof, it is said. The *Tribune* of the 14th asks question, how such a person came to be retained so long in a position which should only be held by a man of correct life.

ELSEWHERE.

MAINE, New Hampshire, Massachusetts, Connecticut, New Jersey, New York, Ohio, Michigan, Texas, Wyoming, Nevada, California, and Wisconsin have compulsory school laws, but in many cases they are inoperative. In Maine the towns are permitted to adopt by-laws providing that persons between the ages of 6 and 17 years shall attend school twenty weeks in the year. These laws are in force in a large proportion of the State, and, it is said, with good results. In New Hampshire, all those between 8 and 14 years, and living within two miles of a school, are by law required to attend school twelve weeks in the year. In Massachusetts the limit of age is 8 and 14, and the number of weeks required twenty. Connecticut claims to have been the originator of the system of compulsory education, and there the law is perhaps more thoroughly enforced than in any other State. The difficulty in most cases, as in Ohio, seems to be that the laws either cannot be, or, at least, are not enforced. The Hon. G. B. Northrup, of the Connecticut State Board of Education, recently made a visit to Europe to study the system in its practical workings there, and returned well pleased with the result of his observations. In London the enforcement of the system, adopted but a few years since, had already broken up the gangs of juvenile offenders and placed their members in the schools, with apparently good results. The authorities report that since its inception the trouble with the younger criminals has become much less, and the books of the Holloway Prison for Juveniles showed that the number sent thither had fallen to about one-sixth of those sent in the years preceding the adoption of the system. The reports from the other nations of Europe where the system is in force are equally in its favor. Germany, Austria, Prussia, all but two cantons of Switzerland, Scotland, and portions of Brazil have the system, and the result in most of these has led to a commendation of the system. It is believed by many that in this country the system will be made successful.

THE HANOVER VALLEY SCHOOLMASTER.—The schoolmaster unites in one person the duties of sexton, grave-digger and bell-ringer. All teachers must have passed an examination held by the State, for which they are prepared by some years' study at preparatory schools and a three years' course at one of the eight normal schools in Hanover. In order to enter these schools, the applicant must be eighteen years old and be able to pass an examination in the elementary studies. Teachers earn from one hundred and seventy-five to two hundred and twenty-five dollars a year. In E—the teacher received eighty-seven cents a year from each of his one hundred pupils, fifteen dollars a year from the church for his services as sexton, besides fifty cents for each adult's and twenty-five cents for each child's grave dug by him. From the State he got eighty-two dollars, and from the village seven dollars and fifty cents a year, with six acres of good farming-land and a house. All the books and maps I saw were of the most old-fashioned sort, and the teacher was drunk whenever he had money enough to buy schnapps. The church consistory appoints and removes the village teachers throughout Hanover.—*Popular Science Monthly*.

The first edition of the Cornell University Catalogue for 1879-'80 gives the names of 453 students. Entrance examinations will be held in June at Boston, Chicago and Cleveland. The expense of coming from a distance to Ithaca will thus be saved. Shorter courses are now provided for those preparing for law or medical studies who cannot take a four-years course. Studies in the course in "History and Political Science" take all the studies in history, philosophy, political science, literature and one or two years of French or German and such other studies as they have time or inclination for. The gymnasium has been enlarged and refitted. Interest in boating is reviving. The prize speaking for the Woodford medal will take place March 5. The medal is of the value of one hundred dollars and was founded by General Stewart L. Woodford. It is awarded to the member of the Senior class who delivers the oration considering "both matter and manner." Among the subjects this year are the following: "Daniel Webster and the Constitution," "The Political Issues of the Future," "Edmund Burke as a Political Phil-

osopher," "Women in the Greek Tragic Poets," "The Imagination in Science."—*N. Y. Tribune*.

A writer in *Good Company* describes Gerton College (England) as a plain, substantial building of red brick, of three low stories, set down in a pleasant rural landscape. It is intended eventually to cover four sides of a quadrangle, building side after side as required and as money can be raised. Inside, everything is as plain as possible, but tasteful. The wood work is oiled and varnished to a deep golden brown, the walls are pale green and the carpets dark blue felt. Each girl has two tiny rooms, but closets are represented by a few hooks in the corner with a curtain before them. Plain furniture and only the most useful of course, but the low ceilings, the cozy fire-places, the careful choice of colors, above all the wide windows with their beautiful rural views, make the rooms very homelike. There is a gymnasium, and the library was furnished with a grand piano and a few rows of books. Mrs. Somerville's mathematical library, a bequest to the college, is in a room by itself. The prayer-room is small, the classrooms smaller, and we saw no parlors or reception rooms, though there must have been some. A mistress resides in the building to have general charge of the students, and a matron and corps of servants provide for them the five meals a day necessary to their happiness.

COOK COUNTY, ILLINOIS.—We have received the annual report of Albert G. Lane, Supt. of Cook County, Illinois, and find in it much that is very interesting. As this paper reaches many county superintendents who are anxious to get the best educational machinery, we give as clear an account as possible of the organization and management in this county. In Illinois the township and district work together; there are three township school trustees, one elected each year in April; they lay out the township into districts to suit the convenience of the people, they join districts, or parts of districts, change boundaries, etc. The districts elect directors who hire teachers, fix salaries etc. There is a county superintendent also. In this state county normal schools are authorized and several exist; one is located in Cook County. The Board of Supervisors establish it and raise taxes to sustain it; they select a county Board of Education to manage it. High Schools are also authorized and one in township and six districts high schools exist in Cook County.

From this it will be seen that education is looked at as a business and money and teachers are provided. There are 17,965 children enrolled in 234 schools under 448 teachers; average salary to males \$60, to females \$40; per capita for teachers wages is \$10, which is rather low.

One feature that will interest New York people is the county normal schools. We are about to try to establish *County Normal Institutes* in which professional training will be given; if it were not for the Academies we should probably have county normal schools, for they are greatly needed. The Cook County normal acts as a High and normal school at a cost for board etc., of \$140 per year; it is limited to residents of the county.

There is a course of study for the graded and ungraded schools and this is of immense advantage. We would suggest that our County Commissioners begin on a course for the State of New York.

LETTERS.

To the Editor of the NEW YORK SCHOOL JOURNAL.

I think a great deal of your most excellent paper, and it does me good to read it, but sometimes, and quite too often I think, you throw rather too much responsibility on the teacher, or allow others to do so through your columns. Teachers as well as pupils are human and discouragable, and they get tired of reaching up after the moon, where a great many theorists have placed the standard of a good teacher. It is well to place the standard high, but not so high that no one can begin to reach it. I am sure that no teacher in this world, has even yet come up to the ideal that some of the articles in your paper, has pictured. The article on "Teachers and Task Masters" presents things in a very false light. The writer says, "Lack of interest in study is always the result of poor teaching." This is a broad sweep, and sounds very much like the words of some over indulgent parent whose son, from some reason or other, probably hereditary stupidity, has not done well at school, but who, blind to his son's failings, wishes to throw the whole blame upon the teacher. Now, suppose I have a boy in school whose parents are mentally or morally below par, is it likely that in spite of his home training I can make a scholar of him? He is taught at home that educa-

tion is of secondary account, and is sent to school when every thing else is done, to stay till some other little job calls him out. I suppose if the boy is not interested, it is because I am a poor teacher. In every country school at least, you will find plenty of such pupils, more than one out of a hundred, too. The teacher's work is great, but it is not all, he must have some foundation on which to build. There is about as much in the "blood" of the pupil, as there is in skillful teaching as to whether that pupil will make a good scholar or not; one without the other does not go far. Skillful teaching will help to purify the "blood," but there must be some degree of purity to begin with. Lack of interest in study is as often the result of poor training at home as it is of poor teaching.

A. J. W.

(Reply.) The teacher is not responsible for the influences from without exerted upon his pupils that are antagonistic to their welfare—if his best efforts fail to neutralize them. That point is therefore admitted. Consider this fact. A principal of school in one of the neglected wards of New York City, said last week, "I have one assistant teacher that the boys have to be forced to leave; promotion has no charms when in his room. Other teachers complain of irregular attendances, of bad behavior, but he never does." Now that condition of things is not an accident; it is the result of certain causes. The school-boy crept unwillingly to school in Shakespeare's time, because the teachers of that time made the room so unpleasant that it is to be wondered at that he could be got to go at all.

Absolute statute laws have been made to prevent the teachers from inflicting corporal misery upon those who come to school. These have been forced upon the teachers against their will. In fact public opinion is ahead of the teachers generally on the true function of the school-room. The teachers alone never would have got the absurd formalities of grammar out of the school; they clung to them and to the rigmarole of mental arithmetic as a drowning man clings to a straw.

A great change has taken place. Public opinion has been wonderfully enlightened by the press—(parents have been more enlightened than the teachers,) and the teaching is many-fold better than it was fifty years ago, or even ten years. The work of the teacher is more critically examined and it will continue to be. He must come up higher. In fact there is to day a greater demand than ever before for those who can write ineffacable lines on the hearts and minds of the scholars.

This thought could be followed showing that the public is demanding far more of parents. Laws are made enforcing education and punishing cruelty, and generally the value of the child, may be said to have rapidly risen in human consideration. The problem is now how to get that class of persons into the school-room who have the art, skill, taste and power to make deep impressions for good on the children—and that class only. That a large percentage are there who are utterly powerless to do high class work is well known. While this problem as being solved we shall urge every teacher not to be discouraged over those who come late, or irregular, whose "blood" is of poor quality and especially not to neglect them. We shall present the best suggestions possible to enable the teacher to serve these. The greater includes the less; if they can interest the above classes they will assuredly reach the rest. EDITOR.)

To the Editor of the NEW YORK SCHOOL JOURNAL;

Having observed with interest your efforts to lay a solid foundation for the teachers, I beg to note the difference between schools in Germany and the United States. Teachers there are permanently engaged; they belong to the officials of the state. In numerous towns and cities their salary is advanced every five years of continued occupation. They receive also a pension. To country schools in Germany belong dwelling rooms or a separate house for the teacher, often a garden for vegetables, and often an orchard with a few acres of land which the farmers plow and sow for the teacher. When married he generally keeps a cow, poultry; sometimes bee-hives.

In this manner the farmers pay less school-tax, and the teacher has some useful work after school and during vacation. In Europe it is an established conviction that only when male teachers are wanting women may fill their place and teach children from their seventh till ninth year. Women it is found are more apt to tell than to teach, or not to put the pupil into a condition to find out for himself. Besides, they cannot, in general, make teaching their life occupation. It seems to me also that the precocious young

Americans do not value the instruction by females as they do that of the men. In this country the teachers do not instruct the children about the structure and the habits of animals, of plants, stones, ores, birds, fish, and insects, existing in their vicinity. Does it occur to these teachers how each village, town, district and state has its own geography and history. When and how was the district settled? When and how were schools and scholars established? Which persons of their vicinity, county, state have in past and in present times distinguished themselves? How is the commonwealth governed? etc. etc. Children very eagerly listen to such information. The work of their ancestors will then be more appreciated and mere book knowledge, clerking and book-keeping will not be set over real work. Children should obtain in school some knowledge of general history, and of the past and civilization of England, France, Holland, Germany, which countries are so nearly represented in our people. The few remarks in the geography are not sufficient. Also, the structure of the human body and the maintenance of health, with sobriety, should never be omitted.

Such things are not in our school books and on our "course," says the mechanical teacher. Nothing but books! The *living word* must precede any book teaching and learning the lessons "by heart."

The poor result of the average method in going through the reading books is well known. The second and third readers contain some interesting matter. Many a time I have asked school children of 8, 10, 12 and even 13 years old, if their teachers question them about the contents of their reading, if they are required to relate such in their own words and to write it down. The invariable answer was, "No, Sir!" If this was the case in New York City, how can it be done in ungraded country schools. To lay a literary foundation the children in primary schools should every week learn some easy poem. A special aversion seems to prevail among the majority of teachers to assign a "composition," and an utter neglect to teach the art of writing. The key to progress is the teacher; and I notice that they never meet, as in Germany to discuss education.

M. A.

To the Editor of the NEW YORK SCHOOL JOURNAL:

No Educational Journal gives such satisfaction as New York SCHOOL JOURNAL. It inspires its readers to advance; its call is ever onward. Consider me its life friend.

J. B. C.

To the Editor of the NEW YORK SCHOOL JOURNAL.

Go on; wake up the sluggards of which the field is full. We are weighed down to the gun-wales with dead men and women; recitation hearers, knowledge-crammers; children-chokers. They have "ciphered through arithmetic" and that is the end of work with them; they won't budge an inch. Punch them up and oblige yours.

B. B. M.

To the Editor of the NEW YORK SCHOOL JOURNAL;

Enclosed please find one dollar for a renewal of my subscription to the TEACHER'S INSTITUTE. My attention was called to the publication a year ago by a friend, and it has proved of so much value to me during the past year that I wish it again.

Have you any good, practical work on Civil Government? Am in need of one for general information, and would be glad to be informed of a reliable book on the subject. Also any simple method of Language Lessons, adapted for children of eight or nine years. I enclose for a reply to these questions a stamp, and if it will not take too much of your valuable time, shall be pleased with an early answer.

T. M. W.

We have no doubt that our public school teachers would much useful information in the perusal of its monthly numbers.—*Philadelphia Journal*.

The teacher who does not see one of our educational papers is apt to fall behind. The *Institute* is an excellent paper, and well worth the subscription and time given to its reading. It presents many fresh ideas upon the subject of teaching.—*Carolina Spartan*.

The editorials of the *Teacher's Institute* are able and instructive, and show that the writer is impressed with the principle that, to have good schools we must have good teachers.—*Normal Reporter*.

The *Institute* is a very useful journal for the teacher.—*Boothbay Register*.

## EDUCATIONAL MISCELLANY.

For the NEW YORK SCHOOL JOURNAL.

### The Basis of Education.

By BYRON A. BROOKS, A.M.

Education is the beginning and end of human life; the Alpha and Omega of existence. Living is learning; and when we cease to learn we cease to live. The earthly existence of man under its peculiar and powerful conditions, is undoubtedly designed by the Creator as the school for the development and exercise of the faculties with which He has endowed him and to fit him for graduation into a higher grade of being. Nor will his schooling cease even there, until he has acquired and achieved, all of which his faculties are capable. But as the law of their being is expansion by exercise, no bounds can be placed to their enlargement.

This is education in its ordinary and its more general significance—the preparing of the human mind for its earthly uses and the upbuilding of character, ourselves, our intellectual, moral and ethical being, which is the immortal soul.

The common and prevailing misconception, is in limiting the idea of education to the years of youth and the instruction of tutors, and in applying it only to the necessary preparation for getting on in the world. In short, the chief mistake is in regarding it as a means only, instead of an end. Said Mr. Gladstone to the students of Wellington College recently, "The whole of life is after all simply an education, and the professions, the business to which you may be hereafter devoted are only arts, and portions of that education. Don't suppose they are ends in themselves. Their ends, as far as you are concerned, are in the effects they produce upon your character and your faculties. But there is a peril with it also, the peril of your believing that when you have gone through the examination, when you have obtained the prize, when you are realizing professional success as the consequence of early distinction, you should look upon that success as the end of education. It is not the end of your education. The end of it is in the effect it produces upon yourselves, upon the state to which it brings you and in which it leaves you." With this view, then, of education, we see that editing and publishing, preaching and lecturing, all the uses and arts of oratory and printing, painting, sculpture, and architecture, agriculture and manufacturing, government, politics and the whole societary movement, are but subsidiary to this end of life—true education, which is the leading out of all the faculties, their highest development and employment.

Then the basis of education must be sought in these faculties themselves, their nature and capabilities. Here the teacher must enter the domain of psychology; but let him not be apprehensive. He has the advantage of all other investigators, in that his field is within himself. He has only to look into himself, study the workings of his own mind, and observe those of the youths about him. If "the proper study of mankind is man," it is eminently that of the teacher. If the engineer must understand the construction and capacities of his instrument, the jurist, the codes and practices of law and equity, the physician, the anatomy and physiology of the human frame, much more must the teacher understand the faculties and laws of the human mind. These are as universal and invariable as those of the body or the laws of physics. And as the physician in giving the diagnosis and prescription for disease possesses, though he exhibits it not, the knowledge of anatomy on which it is based; so the skillful teacher must understand the laws of psychology as the basis of the art of education. But this must be a living and experimental knowledge, acquired by close and sympathetic study of the living subject, and must include the peculiar habits and methods of mental activity shown in childhood. Yet even here, it will be found that the laws of thought and mental growth are invariable, if due allowance is made, on the one hand, for their incipient stage of development in children, and on the other for the early activity of certain faculties, as the imagination, which in the adult are dulled and often left behind in the forgotten paradise of childhood.

To be continued.

In the discussion concerning educational publications (at the Monroe County Teachers' Association) the *Teachers' Institute* received the most hearty endorsement from many of the leading educators in the county.—*Sunday Herald*

Arrange the 9 digits so they will foot up 100. For example, 27, 15, 9, 8, 43, 6. These foot up 108, which is 8 too much.

### The Duty of the State.

(Dr. L. P. Hickok is recognized as one of the most profound thinkers of the age. His work on Moral Science has lately been revised by Dr. J. H. Seeley, President of Amherst College and in it are found the following remarkable sentences. Let those who think the state should stop when it has taught its citizens how to read and write look at these broad views and reflect that these come from College Presidents, who have no special interest on the welfare of the common schools.)

It is agreed on all hands that the intelligence of its citizens is a matter of prime importance to every state. Civil government, therefore, will have much to do in reference to the education of its subjects;

*It should establish and regulate a general system of education.* Strictly speaking there can be no such thing as a self-education. No person ever makes any improvement in wisdom or knowledge without some help from another. It makes the truly organic connection and interdependence in human life that neither the birth nor the growth of the mind is any more possible than is that of the body through its own agency alone. And this is true of every individual of a community is just as true of the community as a whole. No community ever educates itself without outside aid. History gives us no instance of an unenlightened people rising by its own spontaneous and self-directed efforts to an enlightened life. The efforts are always first kindled and then directed by some agency from without. All upward impulses come first from above.

Moreover it is a fact, however striking or strange, that neither a person nor a people having begun a course of education, or having carried it forward to any degree, can be safely left to continue it unaided. However we may explain the fact, the fact remains, that human nature has always shown an inherent tendency to throw away its privileges, and can never be trusted to maintain them.

The education of citizens, therefore, so important to the state, cannot safely be left to the citizens themselves. The government of the state must superintend and control this. However advanced in intelligence a people may be, their advancing education will continually need governmental supervision and control. This governmental supervision is actually exercised in the greatest degree where the people are themselves the most intelligent; their intelligence, instead of relieving the government from the necessity of continuing its charge of their education, only making this necessity all the more apparent. The best educated communities on the globe are those where governmental direction in matters of education is most constant and careful.

### Life Insurance.

**THE MUTUAL LIFE INSURANCE CO.**—The statement of the Mutual for the year ending December 31, 1879, will invite attention to an institution which may be ranked among the most solid and most reliable of its class in the world. It will be seen that the Mutual (with its ninety-five thousand four hundred and twenty-three policies in force on the first of January) rapidly approaches the one hundred thousand intimated some time ago as likely to be its limit; that it has taken over twelve thousand policies during the year, representing nearly forty millions of dollars; that the rates were reduced in 1879; and yet that the dividends payable in 1880 to those holding under the old rates, and to others in proportion, will be larger than during the previous year. Taken all in all, the Mutual statement may be set down as notably satisfactory and gratifying.

**THE EQUITABLE LIFE ASSURANCE SOCIETY.**—There are noticeable points in the annual statement to which we call attention. Assets show an increase of nearly \$2,000,000 over the previous year. The new business shows an increase of over \$5,000,000. The increase in outstanding business is \$5,000,000, the Surplus over all liabilities \$7,000,000, being an increase in surplus strength of more than \$600,000. The amount paid to policy holders and their representatives during the year \$3,988,871.09, and no disputed claims remain on the books at close of year. Notice that all its policies are indisputable after three years. Another fact is that policies maturing this year receive cash returns equal in many cases to the total premiums paid to date, and in some cases even more. To this add that the officers are experienced men in the business, and are of the highest ability as financiers and men of integrity.

## FOR THE HOME.

## Amy's Prize.

I shall prepare four sets of examples suited to the capacity of the four different classes," said Judge Lawson; "and I will give a handsome drawing box to the young lady in each class who shall be the first to send me the whole set of examples with the correct answers. And to the young lady who shows the greatest improvement in the science of numbers by the 1st of July, I will give a very handsome book."

There were various opinions about the Judge's proposal, some saying it was "splendid!" "lovely!" etc.; others voting it "horrid!" "absurd!" "too mean for anything!" "It's no use for me to try," said Amy Blair. "I never can do a sum without bothering over it forever."

"You have a fair chance with the others if you try Amy," said Miss Weston, the arithmetic teacher. "You have improved very much in arithmetic this last month; you have quite as fair a prospect of the second prize as any of the other girls." Thus encouraged, Amy resolved that she would do her very best to win, at least, the prize for general improvement in mathematics.

"If you win both of the prizes," said her father, "I will take you when we go on our Fourth of July trip to Niagara."

Amy would exert all her powers now, for she had been longing for this trip ever since it was first talked of, but had had no hope of going. Lou Morton, who was her most intimate friend, came in to see her that afternoon, and Amy told her of her father's promise; but Lou expressed both surprise and displeasure that "my should dream of gaining both prizes. You liked praise and admiration; wished to be thought cleverer than her classmates; to stand well in the eyes of others, and, moreover, she had a strong desire to possess the promised drawing-box. Amy had resolved to try for the prizes, because of the treat which her father promised her, and she set to work with earnest purpose upon the examples. They were all done but three, and there was only a week wanting to the time allowed for their completion; but these three were the most difficult of all, and Amy could not get the answers.

One day at recess, as she sat puzzling over those aggravating sums, Lou came and asked her how nearly she had finished, and was by no means pleased to find her little friend absolutely ahead of her, for Lou had five examples to work yet. Was there really a possibility, even a probability, that Amy would win both prizes? That was not to be borne, and Lou felt quite angry at the idea. She did not reflect that one prize alone would not give Amy the after-reward. When she went home she fell to work at once upon the sums, and that evening had two done, leaving still three. Wishing to refer to some rule bearing upon one, she went to a closet where school-books were kept to find an arithmetic, and found beside it—

The key. She had known the key was there, but it had never occurred to her to look within it. Now an ugly thought flashed across her—that key held the problems which were baffling her. If she could only take a peep within, and gain an idea of what the answer ought to be! And when she went to bed, it followed her still; the temptation growing stronger and stronger, the repugnance to the wrong less and less: and she came down in the morning and went to school feeling out of temper and at war with herself and all the world. Her mood was not improved when Amy came in, springing gaily to meet her.

"O Lou!" she said. "I've done all but one of my examples and I think I can master that one to-night; and then I hope, I do hope, I'll be the first to send in the whole list, and then I've thought of such a lovely plan if I should gain both prizes. Do you think I might be the one?"

"I'm sure I don't know and don't care!" said Lou, turning from the kindling eyes and eager voice. "It's awfully selfish of you to want both prizes."

Amy stood still in surprise and wounded feeling, this was so different from Lou's usual way with her. The next day Amy ran into school exclaiming, "My prize sums are finished and sent up to Judge Lawson this morning! Girls, am I the first?"

"No; Lou Morton was the first. Hers went last night," said two or three voices. "But, Amy, you are sure to have second prize. Every one says so."

Lou seemed strangely shy and offish with Amy that day. Was it the recollection of an hour's work accomplished before supper last evening in the solitude of her own room, with only her guilty conscience and throbbing heart for company? The end of the week and closing day of school, the prize for the first set of perfect examples was awarded to Lou Morton; that for general improvement in mathematics to Amy Blaine. So Amy did not go to Niagara Falls with her father. There was a grand picnic at Deepwater Falls, which Amy found very pleasant, and enjoyed far more than Lou; for nothing seemed to go right with her that day. Amy was climbing over the moss-covered rocks in search of some lovely ferns she had seen at below, when she came upon Lou, who frowned impatiently

when she saw Amy. But Amy would not be repulsed, for there were traces of tears on Lou's cheeks.

"Lou, dear," she said, coming close to her, "what is the matter? Have I done anything to offend you?"

"No!" answered Lou, shortly.

"I'm sure I am not angry because you had your examples done first," and coming close to Lou, she would have put her arms about her neck and kissed her. But Lou, her guilty conscience smarting anew at Amy's efforts to bring about a reconciliation, turned away, and gave Amy a push, saying:

"I'll thank you to let me alone! what do I care if you are angry or not?"

Amy turned away, her eyes blinded with tears, slipped upon the mossy stone beneath her feet, staggered, vainly tried to recover her footing and the next instant the horror-stricken Lou saw her disappear over the edge of the rock.

The bruised and bleeding little form was tenderly raised and carried to a cottage near by.

"Oh," moaned Maggie Swan, "this would not have happened if that cross old father of hers had taken her with him. I should think he would die of remorse!"

Maggie had but given words to the dreadful thought that was distracting Lou, only she had not fixed on the guilty person. It was she, Lou Morton, who had brought this upon Amy. Ten thousand prizes would not have paid Lou for all the misery she suffered during the next two weeks, and a new pang of self-reproach was added when Maggie told her that Amy had intended to give the drawing-box to her, if she succeeded in gaining both prizes. After long weeks of suffering Amy was once more able to see her young friend. Long before this the sorrowing, repentant Lou had gone to Judge Lawson and told him the whole story, returning the drawing-box.

When Amy was well she refused to receive the drawing-box, saying she had always intended it should be Lou's if she won it herself; and Lou was forced to yield, although the box was now to her only a reminder of her sin, and gave her no pleasure. But she needed no reminder, for never, to her last day, will Lou forget the lesson of that Fourth of July.—From "Breakfast for Two," published by D. Lothrop & Co., Boston.

## Summer Butter.

A few years ago no farmer expected to make good butter in hot weather, but now by the use of improved methods, in setting milk, and of Wells, Richardson & Co's Perfect Butter Color to keep up the standard color, the bad effects of hot weather are overcome.

## Celluloid.

This is one of the most remarkable of modern inventions, and bids fair to be as extensively used as vulcanized rubber. It is produced by mixing gum camphor with gun-cotton made into a pulp, and subjecting the combination to a high degree of pressure and heat; this produces a substance of extraordinary toughness and elasticity. It can be made soft again and molded into any required form. Any color can be given to it by the use of coloring matter during the process of manufacture. It is extensively used as a substitute for ivory, which it resembles so closely that it is sometimes difficult to detect the difference; and is said to equal it in strength and elasticity, and not to warp or discolor with time. It thus becomes a good material for piano and organ keys, billiard balls, backs of brushes, looking-glass frames, handles for knives, forks, umbrellas, and many other articles. It is much cheaper than ivory, and is claimed to be better for decorative purposes. It is also used as an imitation of tortoise-shell, malachite, amber, pink coral, and other costly materials. In imitation of tortoise-shell, it is made into combs, napkin-rings, match-boxes, card-cases, etc. Imitations of pink coral jewelry are made and sold at prices much below those of the genuine. The same is true of imitations of malachite and amber. Mouth-pieces for pipes, cigar-holders, etc., are common. It is also used as a substitute for porcelain in making dolls' heads. The frames of eye-glasses, opera-glasses, and spectacles are made of it. More recently it has come into use in combination with linen, cotton, or paper, for shirt bosoms, cuffs and collars; the material has a hard, glistening surface, like that of newly-laundered linen: is elastic and impervious to moisture, and when soiled can be washed with a moistened sponge.

## Mrs. Partington says

Don't take any of the quack nostrums, as they are regimental to the human cistern; but put your trust in Hop Bitters, which will cure general dilapidation, costive habits and all comic diseases. They saved Isaac from a severe extract of tripod fever. They are the *ne plus unum* of medicines.—*Boston Globe*.

WHEN a man has no design but to speak plain truth, he may say a great deal in a very narrow compass.—*Streake*

## New York School Journal, for 1880.

During the present year the School Journal will be a most effective agency for giving information concerning education and enforcing a sound philosophy in the modes of instruction. It is becoming plain to the public mind demands an improvement on the traditional methods that are in full blast in most of the schools, and to meet this demand the teacher needs to know the thoughts, views, plans and practice of our most progressive educators. This the JOURNAL brings each week to its subscribers. It is now in its tenth year, stronger, more emphatic and earnest than ever. *No teacher can afford to be without this paper.*

To increase our circulation we offer the following valuable

## PREMIUMS,

1. *Page's Theory and Practice of Teaching.* \$1.50.

This noted book is without a peer. The principles of teaching are illustrated and the practice invested with a charm that no other writer has equaled. We offer this to any subscriber who will send us one new JOURNAL subscriber, or two *Institute* subscribers, and twenty-five cents for postage, etc. Thus it costs you but twenty-five cents!

2. *How to Teach.* \$1.50.

This volume is a manual of methods for the use of teachers by Sufts. Kiddie, Harrison and Calkins, of New York city. It is essentially the system which is employed in the schools of New York city. It lays down the methods for teaching phonetics, reading, spelling, arithmetic, object lessons, drawing, writing, and school management, use of the numeral frame, geography, vocal music, etc. It shows how each study in each class should be taught, beginning with the lowest. It is a volume of the highest value and indispensable to the practical teacher. We offer it to any subscriber for one new JOURNAL subscriber, or two *Institute* subscribers, and twenty-five cents for postage, etc. Thus it costs you but twenty-five cents!

3. *Johonnot's Principles and Practice of Teaching.* \$1.50.

This is a new work and by a very able writer. It takes up the Mental Powers, the Objective Methods, Object-Teaching, relative value of the different branches, the Kindergarten, Physical Culture, Esthetic Culture, Moral Culture, Course of Study, Country Schools, etc. We believe it will prove to be a volume of immense value to the progressive teacher. We offer it for one new subscriber to JOURNAL, or two to the *Institute*, and twenty-five cents for postage, etc. Thus it costs you but twenty-five cents!

4. *Manuals for Teachers.* Each 50 cents.

(1) Cultivation of the Senses. (2) Cultivation of the Memory. (3) On the Use of Words. (4) On Discipline. (5) On Class Teaching.

Each of these have suggestions of priceless value to the teacher. They cover large ground and will prove very helpful. Each is offered as a premium for one new subscriber to the *Institute* or JOURNAL, or two subscribers to the *Companion*, with ten cents for postage, etc. Thus they cost you but ten cents each!

5. *Craig's Question Book.* \$1.50.

For description see our advertising pages. We offer it for two subscribers to the *Institute*, one to the JOURNAL and twenty-five cents for postage, etc. Thus you get it or twenty-five cents!

6. *Normal Question Book.* \$1.50.

This volume contains over 400 pages. The answers are quoted from standard text books. There are 3,000 questions and answers; there is an appendix on map-drawing. It has been prepared expressly for teachers reviewing for examination, but is adapted for use in the school-room. We believe it to be an excellent book for the practical teacher. We offer it for one new subscriber to JOURNAL, two to the *Institute*, four to the *Companion*, and twenty-five cents for postage. Thus it really costs you in cash but twenty-five cents.

7. *The Pocket Dictionary.* 50c.

This elegant volume defines 30,000 words, has 250 illustrations; has a collection of words and phrases from the Greek, Latin, and French languages, a list of abbreviations in use in the arts, sciences, and general literature. Thousands have been sold for 63 cents. We offer two for one new JOURNAL, or one INSTITUTE subscriber, or one for one COMPANION subscriber. Postage, six cents on each volume. Thus, a copy of this valuable little book costs you six cents.

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## BRAIN AND NERVE FOOD.

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## All About Advertising.

Advertisements, our readers know, are a valuable source of revenue to all regular periodicals. We have been fortunate in obtaining a fair share of patronage from nearly all the book and stationery houses of the United States and many other business houses.

We hope our friends will give us their aid in keeping what we have and in increasing our list. This they can do by mentioning this JOURNAL when they purchase articles named in it.

The circulation of the JOURNAL is now so large and so general throughout the country that it is an excellent advertising medium.

We quote from a letter received from a gentleman who has advertised a year: "I shall continue to advertise with you; your paper is an excellent advertising medium."

A publishing house which has patronized the JOURNAL for several years, says:—"We find the JOURNAL a good paper to advertise in. We have not missed an issue since we began. It is a live paper beside."

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OF

The Mutual Life Insurance Company of New York,

F. S. WINSTON, President,

For the Year ending December 31st, 1879.

## Annuity Account.

No.	ANN. PAY'TS.	No.	ANN. PAY'TS.
53	\$26,549.09	49	\$18,504.97
	5,081.63		5,268.31
2	701.00	6	3,437.44
		53	\$27,321.72

## Insurance Account.

No.	AMOUNT.	No.	AMOUNT.
12,310	\$26,774.315	6,015	\$26,760.867
	36,394.354		30,408.002
104,038	\$329,168.869	104,038	\$329,168.869

## Dr. Revenue Account.

No.	AMOUNT.	No.	AMOUNT.
84	\$84,174.076	85	\$7,007,105.25
12,681.72	12,681.72	25,080.78	25,080.78
4,942,211.70	4,942,211.70	3,427,479.00	3,427,479.00
		6,555,800.45	6,555,800.45
		668,942.74	668,942.74
		302,908.68	302,908.68
		350,324.26	350,324.26
		700,043.60	700,043.60
		85,765,515.68	85,765,515.68
		\$101,804,169.84	\$101,804,169.84

## Dr. Balance Sheet.

No.	AMOUNT.	No.	AMOUNT.
88	\$3,310,134.00	87	\$54,895,134.77
619,805.00	619,805.00	18,917,618.72	18,917,618.72
103,592.64	103,592.64	2,100,000.00	2,100,000.00
4,520,373.17	4,520,373.17	7,811,005.18	7,811,005.18
		8,363,337.28	8,363,337.28
		1,397,601.07	1,397,601.07
		809,705.97	809,705.97
		68,358.07	68,358.07
		\$88,460,994.81	\$88,460,994.81

NOTE.—If the New York Standard of four and half per cent. Interest be used, the Surplus is Eleven million one hundred and forty-one thousand, forty-one dollars and four cents.

From the Surplus, as appears by the Balance Sheet, a dividend larger on policies paying the old rates than that for the previous year, also on other policies in proportion, will be awarded to such as shall be in force at their anniversaries in 1880.

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NEW YORK, January 22, 1880.

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